

THE MASSACHUSETTS TEACHER.

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SECONDARY EDUCATION.

THE September number of the *Teacher* informed its readers of a "spicy discussion" at the late meeting of the American Institute, at Portsmouth, which followed the reading of the paper of Mr. Smith, of Dorchester, on secondary education. It would seem from the notice that the point at issue in debate was the relative importance of classical studies, that the gentlemen specially interested were both "warm lovers of the classics," but that Mr. Smith, the author of the paper, "believes there are other studies as important, and even more important, than Latin and Greek," while "in Mr. Hammond's affections the classics evidently have the first place."

An abstract of the "spicy discussion" aforesaid has already been published in the Philadelphia *Educational Gazette*, in which no allusion is made to the slightest disagreement between the persons above named, as to the relative importance of any class of studies, or to any issue taken by any parties on any such question.

The papers and the debates of the Institute, as reported by the excellent stenographer, Mr. Rockwell, will doubtless appear in the next annual volume of *Transactions*, when all parties concerned can find out just what was said and done at the Portsmouth meeting.

The subject of Mr. Smith's very valuable essay is important, aside from any of its relations to the debate before the American

Institute, and for that reason we propose to consider it, briefly, from the stand-point of one of the gentlemen referred to, who, though "his affections" have been noted as those of a "warm lover" of the classics, never told his love, or said a word at Portsmouth about "his affections" for any one branch of studies belonging to a course of secondary or superior education. The controversy on the "classical question" was indeed alluded to by Mr. Smith, but only as having the effect to enlarge the general range of so called secondary studies, a point nobody can doubt.

It was one object of Mr. Smith's paper to show the indefiniteness of the term secondary education. The great variety of studies, and the different kinds of schools which occupy the midway range between the primary and superior grades of education, prove the term "secondary" to be without any fixed limits.

The remarks which followed the reading of the essay were not antagonistic, but coincident, showing that the terms used in relation to superior education in this country were equally indefinite.

In the old world, every man of intelligence has the same idea of the words, university, *college*, liberal education, and other kindred terms. In New England the word college, at least, has, until recently, been understood to be a school of "liberal arts." The word university, as distinguished from the college, has not been understood very accurately, since we have no institution in America which corresponds to the European University. Even Cornell University is not such, and cannot be, even though "almost everything" may be taught there, and an Oxford professor has been imported to give lectures.

The colleges in this country, even the oldest and the best, rank in England and Germany as secondary schools. The universities in Europe are not designed chiefly as professional schools, though for quite a long time professional faculties have been connected with them. They are mainly now, as they have always been, schools for culture in the "liberal arts." The degrees conferred are given in honor of the "arts," or, as they were once called, the "humanities," — a word which, in the world of letters, ought not

to become obsolete, as it so nearly has, for it expresses in one word the great end of all higher education, which is the culture of human nature, in respect to all its powers and susceptibilities.

The themes of the liberal arts are not grammar only in the ancient sense of the word, including all that philosophy embraces, but logic, ethics, mathematics, and physics.

Theology was included in the university curriculum, not for sectarian or professional purposes, but to give instruction in the divinest of the sciences, which gives problems demanding the profoundest investigation and relating to the most precious interests of mankind.

The colleges of America have aimed to lay the foundations of culture in the liberal arts, though, hitherto, the results of their training have been secondary, as compared with the European standards. It is easy to foresee that a rank of equal excellence will be attained at no distant period, since the necessities of our advancing civilization, and the accumulation of wealth, will lead to the development of the highest superior education.

This advancement of the highest grade of institutions must be accompanied by the progress of secondary schools to a position of corresponding excellence.

But we have not as yet reached a very high degree of excellence, especially in that kind of school, which, taken as a whole, Mr. Smith would include in the secondary class. We find schools which ought not to be included in even the second, yet wearing the titles and conferring the honors of the first. The people are captivated with high sounding names, and some virtue is supposed to be inherent in them. Thus a writing school is dubbed a commercial college. We have dancing academies, and agricultural universities. The smaller the school, the more vaunting is its title. President Day once satirized this folly, by alluding, in his dry humor, to the chancellor of one of our chartered universities, who was its only instructor, and taught the students in his own dwelling-house, because the institution had "no public buildings."

It seems that this fondness for "swelling words of vanity" is increasing in many quarters. Boarding schools must have their salutatories and valedictories because the colleges do. Many secondary schools confer diplomas, not for degrees of proficiency in

any one of the "liberal arts," but as a symbol of "graduation," which simply means "getting through." The certifying of this momentous fact is engrossed on as good sheep-skin as Harvard or Yale care to use, and is embellished with a greater profusion of blue ribbons, seals, mottoes and autographs.

But there is great uncertainty as to the extension of many of our educational terms and titles, even when they are used without pretension or ostentation. This is specially the case with the names appropriated to secondary education, as Academy, Seminary, Institute, and High school. When we try to determine the limits of these words by common usage, we think of Selden's definition of "Equity in law — the same that the spirit is in religion, what every one pleases to make it." The long-established, well-endowed schools at Andover and Exeter are called academics, so also are the buildings found in we know not in how many places with a single room, which, perchance, serves the triple purpose of a town hall, a church vestry, and to keep a select school in one term in a year. The term High school is not a whit more definite, for it may mean the best secondary school a rich and populous city maintains, or it designates such a kind of school as the town of Hull or Holland will be obliged to have, by law, when the notions of our extreme radical system-makers and mongers are fully carried out.

Many vexed questions relating to the progress of education could be settled very easily, if we had a more definite nomenclature. Thus the questions who shall enter superior and secondary schools, and what studies shall be pursued in them, admit of different answers, when the schools are graded according to their names, from what they do when they are graded according to their nature and design.

If a great many western colleges rank no higher in reality than the best high schools and academies of New England, few would question the expediency of the co-education of the sexes in them, under circumstances not essentially different from those of most of the high schools and academies in Massachusetts.

In his essay, if we rightly recollect, Mr. Smith considered the question of co-education as settled in this State — that is, in the public schools, as we understand his meaning — although Boston is

still to some extent conservative, and the best endowed academies in Massachusetts educate boys only as yet.

The fitness of a place for the higher education of either sex, away from the precincts of home influence, depends, we think, upon the ultimate ends and uses of school culture, as adapted to their distinctive natures and spheres of influence.

The colleges of New England have been long established, and their history shows them to be at once the most conservative and the most progressive of all our institutions. Their design, at first and always has been, as far as possible, to give that "complete and generous education which fits a *man* to perform justly, skillfully and magnanimously, all the offices, both private and public, of peace and war." We believe that a "complete and generous education," which fits a *woman* to perform all the duties of *her* station, may be as extensive as was that of Milton's ideal for the education of men; and yet, in its ultimate purposes, it may include neither politics, pulpits, pills, platforms or polemics. The colleges of New England, and the schools specially designed as preparatory thereto, answer well their purpose as already constituted. However, we acknowledge, as one of the "rights of women," their demand for a higher and nobler education than any college designed for young men can possibly give. As the vast majority of young ladies who wish for a liberal education will desire to enter seminaries established for their special wants, it is of little account whether such institutions as Harvard, or Yale, or Amherst, open their doors or not to the admission of female students. Doubtless a few females would prefer to be educated in schools designed for men, rather than for their own sex, for the race of the Amazons is immortal, though their number has always been comparatively small. Their ambition is to act the part of heroes, and therefore the epithet *virago* was applied to them by the Romans, not, however, offensively, or with the meaning of its modern synonym, *vixen*.

Virgil, in his description of the fierce Penthesilea* and the "swift

* "Penthesilea furens, mediisque in millibus ardet
Bellatrix audetque viris concurrere virgo."

"Camilla, non illa colo callathisve Minervae
Femineas adsueta manus."

Camilla," represents them as worshippers of Mars rather than Minerva, as eager to fight with men, and as scorning those arts and employments of women which the Goddess of Wisdom invented for the very purpose of conferring upon them peculiar honor and dignity.

C. H.

[*To be continued.*]

APPLICATION OF THE PRINCIPLES OF "ILLUSTRATIVE TEACHING" TO INSTRUCTION IN GEOGRAPHY, GRAMMAR, AND ARITHMETIC.

THE so-called "object teaching," which is obtaining in our best primary schools, is supposed to conform to the laws of mental growth, and therefore to be the *natural method* of education. Children are permitted to *see* before being required to *describe*; are expected to *do*, before learning a *rule* for doing; are led to *create* instead of being forced mechanically to *imitate*.

But while some advance has been made in the character of primary instruction, — where mistakes do most harm, no doubt, because there is less ability to resist harmful influences, — the higher grades of school have felt, at most, only an indirect influence.

Some have so perfectly misapprehended the work of education, have so failed to see that the laws which control the development of mind are universal and immutable, as to doubt whether there is anything in the subject of "illustrative teaching" of interest to any but primary teachers. If you please, I will attempt an answer to the question — *Can the principles, upon which the most approved methods of primary instruction are based, be applied to work above these schools?*

I. Let us consider the subject of Geography. In this study children are dealing almost entirely with the unknown. But the unknown can be comprehended only by comparison or contrast with the known.

The known is the city, the river, the lake, or the mountain, in the child's immediate vicinity. Evidently the place to begin geogra-

phy is at home. If the child lives in Boston, Boston and its surroundings, with which he is familiar, furnish all the material from which his entire ideal book world must be constructed. This work of comparison and contrast, by which the pupil is enabled to arrive at definite and just conceptions of the unseen, cannot be done by the author of the book, for any text-book written with reference to a particular locality, would be, by just so much, unsuited to any other.

This word-picturing, and, where the eye can be made to assist the ear, blackboard illustration, can only be done by the living teacher. It is, in the true sense, oral instruction, or object teaching. Think you such training unfits children for the study of books? Is it not rather the essential precedent to a proper study of them?

One of the trustees of an educational fund in Edinburgh, Scotland, in a recent report, says: "There is no school subject in which the *end* so clearly points out the *way* and *means*, as in the case of geography. The first notions of geography must not be given from a map, which is only the representation of a reality, and from the necessity of the case a singularly bad one, but from the solid earth itself. The school-room and neighborhood constitute the microcosm in which all geography is visible, and are, for the child, the measure of the world. In this, above all subjects, the teacher ought to start conversationally from the point which the child himself has unconsciously attained, and from his limited circle of observation. Indeed, this is one essential fact in the art of educating, that a child or man can know nothing only so far as his knowledge is an outgrowth of what is already known. It is melancholy to see a teacher laboring, with book and map, to convey to a child the notion of a lake, a river, a gulf, and an island, when these are all to be seen outside the school door, if not in good weather, at least in bad."

The work should progress by easy steps to the study of the country, and from this to the study of the entire surface of the earth. His imagination will thus gradually expand until he has some correct notion of the magnitude of the earth, and the vastness of its population. After the study of the globe, a *map* of the world may be introduced. Then should follow an inquiry into the causes of the localization of different industries; an explanation of the interdependence of nations; and the effect of the phys-

ical features of the earth upon the character and occupations of its inhabitants.

Thus, geography is taught *objectively*. Vivid conceptions of invisible things are formed: every step of the process is thoroughly practical. A sense of the reality is never subverted; the shadow always suggests the substance.

Will you be surprised if I assure you that I once heard a large class, which had studied geography for some time, under a faithful teacher, asked if they had ever seen the "surface of the earth," and not one ever had. Upon a repetition of the question and an exhortation to careful thought, one little fellow timidly said, *he saw it once, when he went to his aunt's, in the White Mountains!*

Some years ago I found, in my own class, a girl sixteen years old, by no means unintelligent, having attended school ever since she was old enough, and belonging to a "first family," whom I could only with difficulty convince that the Mackenzie river flows north. She reasoned this way: The water is supplied to the river from the Arctic Ocean. Near its source the river is large. As it makes its way through the land the banks absorb it, rivers flow out of it, lakes are formed from its waters, constantly diminishing its size, until finally the supply is exhausted in Southern British America! Absurd as this seems, I am not sure that other children might not be found studying geography with quite as false ideas. Her error had its source in having theorized upon the black line upon the map, but having never thought of it as a representation of something analagous to what she had seen a hundred times. Maps can give no conception of the nature of the things they represent, nor of their dependence. They are only representations of *local relations*. The ideas of the things themselves must come from some other source.

II. You will agree with me that much time is wasted in studying Grammar. Grammatical teaching can have three objects, viz: discipline of the intellect, a more thorough understanding of composition, and the art of composition. The first, discipline, is only best accomplished in striving for the second and third; and these have never been, can never be, secured by committing definitions and paradigms and parsing. Rote teaching in grammar seems

more absurd than in any other subject, because so perfectly inconsistent with its own nature and aim. It would seem that the definition of grammar, "the science of the verbal expression of thought," would be greatly suggestive of the method to be pursued in the development of the subject. As a sentence is the unit of discourse, that is the place to begin, and not with abstract deductions or generalizations. No matter for definitions at first. Let children learn to recognize sentences, and practice making them. This accomplished, they may be led to see that a sentence is an organized unit, a construction; that the words are not piled together fortuitously, but that there is always a *foundation* upon which the sentence is built, and that other parts subserve certain other subordinate uses, so bringing out the idea of the relation of words and the naming of them according to these relations.

After this comes the study of the words themselves, the fractional parts of the sentence. The order we have indicated is, first, the recognition and building of sentences; second, the study of relations of parts or analysis of sentences; and, third and last, parsing. I hope I may be pardoned for taking ultra ground on the subject of parsing in schools. There are certain laws which control the construction of language in general, and certain which pertain to the English language in particular. These are called "rules of syntax." I understand the office of *parsing* to be the application of these tests to the composition in hand, to determine its correctness of construction or to detect its inaccuracies. Now, what "noun, common, neuter, third, singular, nominative case," has to do with this is certainly not upon the face.

It is well, indeed desirable, that pupils should be led to see that the same name is sometimes applied to *each of a class of objects and so becomes a class or common name*; and that in cases where each individual of a class is an object of importance, so that it is desirable especially to designate it, as in the case of men or localities, individual, particular names, *properly* belonging to but one, are given, and so called *proper names*. The distinction has to do with orthography, but with syntax absolutely nothing.

The distinction of gender in English is almost as innocent of any

syntactical bearings, the only occasion for its notice being the agreement of personal pronouns of the third person, singular number. And yet how careful we are to tell the gender of every noun and pronoun affirmatively and negatively. As scrupulous as the old Athenians, we have consecrated one gender to the unknown sexes; just as though, if neither the form nor the relations of the word determined the sex of the object represented, it was of any consequence in the construction. I will not pursue this subject further, but beg to suggest as a topic of interest, and I believe of profit, for discussion at some future time — *Parsing; its uses and methods.*

To state as briefly as possible, *first*, the science of grammar should be taught in the practice of the art of constructing the language and in correcting false syntax. I am quite aware that excellent authorities entertain serious doubts as to the propriety of exposing pupils to the vitiating influences of false syntax. But where is it most corrupting to taste and practice, met in a book, understood to be incorrect, and the proper rules applied in its criticism and correction, or met in life among playmates and servants, possibly parents, the child never having been trained by actual practice to quickness in its discovery or expertness in its criticism? The *rule* alone, in ninety-nine cases out of a hundred, will not suggest its own application, in actual conversation. It must be applied under the supervision of the teacher, and the more examples the teacher gathers from the conversation of the pupils themselves, the more interest will be awakened. The child under such teaching will be able to answer the so seldom satisfactorily answered question, "What good does it do us to study grammar?" He will feel his knowledge already exerting an influence upon his habits of expression.

Second. No definitions or rules should be given which presuppose knowledge the pupil does not possess. In order that the teacher may be sure that the pupils understand them, let them be their own generalizations from a large number of examples given by themselves.

Third. All grammatical knowledge should be so applied as that children shall see, to some extent at least, its practical bear-

ing, and so the text of the book will be, as by miracle, bidden forth from the tomb of dead languages (which, by the way, is much studied *outside* college walls); the ideas beaming through the words as a spirit through the body.

Fourth. Elementary instruction should be from things to words, and not from words to things. Why do our people spend years upon French and German, and know almost nothing of them then? Simply because they get only *book* French and German. Those who go abroad tell us we can acquire more of these languages in two months in Paris or Berlin, than in years at home. This is because at Paris and Berlin the language is applied, is made practical, is studied objectively, as it cannot be in American schools, surrounded with American customs, and constantly speaking the American tongue.

III. If we consider the subject of Arithmetic, we shall find our principles equally applicable. Arithmetic is well defined, "The science and art of numbers, and the adaption of that art to the purposes of life." The object of its study is twofold; mental culture, and preparation for the actual questions arising in business. Its value as a means of discipline is undoubted. It is unquestionably true, that "to carry forward mathematical operations which are simply mechanical to correct results, involves a certain amount of attention, of careful proceeding and of precision, which is of immense value, as well as strengthens a habit of mind, which more than any other gives man a superiority over his fellow man and over the lower animals." But it is the value of arithmetic in the practical relations of life, that entitles it to a prominent place in the curriculum of the common school. This does not controvert the principle, "Education, first in importance: instruction, second"; for the highest results of education are only attained in the most thorough instruction. I quote, "Even the pure arithmetician, setting aside the practical requirements of the school-room or of life will concur in maintaining that the art of arithmetic is only then thoroughly and scientifically acquired in its elements, when it is acquired in those concrete relations out of which it arose. He will assure us, that, except in those rare cases of peculiar native aptitude for numbers, which overleap the ordinary processes of

education, *solidity of foundation and stability of structure can be secured in no way so well as in the faithful pursuit of the method of nature.*

The only sound basis for the arithmetic of practical life is the concrete basis. It is not too much to say that the realities to which numbers refer should take precedence in the order of thought of the numbers themselves; the actual things numbered, rather than the numerical quantities, should be constantly present to the pupil's mind. This is essential to the vitality and solidity of the substructure of arithmetical knowledge, however abstract may be the future superstructure."

If it is admitted that we need sacrifice, nothing of discipline in seeking practical results, we may make these the final purpose toward the realization of which our efforts are directed, and to secure which our methods are adapted. The pupils who go out from our schools, are often unable to solve the very simple mathematical questions of daily occurrence, because they have only studied books and have never associated the questions found there with the things of actual life. They have never abstracted them from the book, nor even, in too many instances, from the section which contained the rule for their solution. *Let things and relations* be first in the mind of the learner, and not rules. Let him, led by the teacher, deduce his own rules. Let them be deductions from a large number of solutions performed by himself.

You may pertinently ask, "can loads of coal," "acres of land," and "rolls of carpet," be brought into the school-room, with which to illustrate the problems that are found in the text-book?

Most certainly not. But this is not at all necessary. Object teaching can be carried forward just as successfully without the actual presence of the objects under discussion, *if the teacher knows every pupil has a distinctly correct conception of them.* If the object is so familiar that its mention brings before the minds of the class a vivid image of it, there is no occasion for its presence. But we are liable to over estimate children's power of conception. It will do to trust young children very little. As the range of experience widens, more reliance may be placed upon their conceptive faculties. The truth is, our observation is so little cultivated, that few of us

have clear, well-defined conceptions of very familiar objects. The teacher, by question and illustration, with objects and drawing, must see that the children have correct ideas of what they are considering.

D. A. L.

A GERMAN KINDERGARTEN.

PERHAPS a better idea cannot be presented of the working of a kindergarten than a description of the way the principal one in Bremen is conducted, and which I have had occasion to visit. Many of the children are so small that they need to be conducted thither by older persons, when they are met at the door by a servant, who relieves them of hats, coats, shawl, and lunch-box, care being taken, however, that each child aids in adjusting its own things, and having a fixed place for all. The proprietress, Miss Grabau, is assisted by two other ladies. The school is divided into two classes, either one or the other of which is nearly always in the large hall for exercise, or working in the little gardens out of doors. In the school-room each scholar is provided with a neat and comfortable desk and chair, and is taught to regard them as his own property. The employments are worsted-work, knitting, elementary drawing, and every other imaginable thing which is supposed to furnish such young fingers and minds with combined skill and amusement. The children have patterns before them for everything they are to do, and the teacher personally superintends them in each little labor, when every pains is taken to impart as much elementary instruction as possible. For example, if a little girl is at work on a book mark, or a lamp-mat, she is taught imitation, combination, perspective, counting, the alphabet, and many other things. As soon as she is tired of one employment, she is at liberty to begin something else that she may like. Thus all weariness is avoided.

The room for exercise is very large, and like the school-room, neatly ornamented with pictures, and when the children are in it they are under the care of a teacher, who has them go through many gymnastic exercises. This is the most interesting feature of the kindergarten. The children, boys and girls promiscuously, are directed to assume a certain position. It may be that of a regiment

drawn up in line of battle. The teacher then commences a story about a certain battle; then comes some stirring song, when all sing it together, and then the battle commences in right good earnest. After the great victory is won, the teacher narrates a peaceful story in verse, which the children have also been previously taught, and which they repeat with her, going through with all the gymnastic exercises suggested by the verses. For instance, she tells of a great pigeon-house, out of which the pigeons come one by one, some fly slowly and others more rapidly; others go off and hop around on the ground, while others light on the chairs, some get tired, and others fall down, and thus the supposed movements of a whole flock of pigeons are represented by the children.

Afterward, the teacher may begin to tell in prose about an old blacksmith, and by-and-by she reaches the verses telling of his anvil, bellows, red-hot iron, and great hammer, when the children sing with her, and the whole room is transformed for a time into a great smithy, and all the little folks industriously and laughingly playing blacksmith. Another song tells about walking over a heath, where at last a great pond is reached. The frogs are heard to croak, and seen to leap into the pond. During this time the entire class becomes a large group of similar croakers. In all these initiatory exercises the children preserve strict order, but their risible propensities are but little restrained. Just as soon as the slightest fatigue or decrease in interest is observed, the exercises are changed, when the class is immediately taken into another room, or else into the garden. About one-half of the time seems to be devoted to the gymnastic and horticultural employment.

There are a great many of these half-poetical and half-prose stories, having somewhat of a theatrical character, taught and performed in the kindergarten. I have at hand a volume which contains fifty in all, profusely illustrated. Some of the titles are: "The Mouse and the Cat," "The Ants," "The Stork and the Frogs," "The Butterfly," "The Grasshoppers and the Worm," and "The Horse-chestnut Tree." Each of these stories requires perhaps from ten to fifteen minutes to repeat and perform.

The exercises and employments at the kindergarten are sure to be brought away by the children, and enter largely into their home

life. If you send your little folks to one of them for three months, you may expect, for a long time afterward, to see them hopping about your premises like frogs, leaping like deer, springing like cats, and, as nearly as they can, flying like swallows, barking like dogs, swimming like fish, swinging like tree-tops, sailing like boats and chattering like magpies.—*Dr. Hurst.*

[The following beautiful poem was written for the Fifth Triennial Convention of the graduates of the State Normal School, at Salem, by Miss SARAH E. PERKINS, of Peabody.—EDS.]

NOT like the toilers of an Eastern clime,
 Whose fated city towered above the plain,
 Are we, impatient of the flight of time,
 Some height of proud preëminence to gain.

No base, material structure we may raise,
 On which the far ascent of heaven to try;
 But we may build of our successive days
 The golden stairs that lead us to the sky.

To live is not to climb the cliff of fame,
 In splendor smiling on the vale below;
 By painful steps to leave an envied name
 In blazing letters on its peak of snow;

'Tis not to watch, from many a sunny shore,
 Homeward our freighted fleets in safety roll;
 Since Wealth may search her varied treasures o'er,
 Nor find one royal jewel for the soul.

Might we but pass the stubborn bounds of sense,
 That lie about the spirit's secret things,
 How oft our feet, with honest reverence,
 Would stand within the palaces of kings!

For many a man to earthly power unknown,
 Unmarked of men, from reputation far,
 Of lowly life, has built himself a throne,
 And wears upon his heart the regal star.

Small portion his of earth's contested ground,
To him no broad ancestral acres fall ;
No laughing lawns, with changeful beauty crowned,
No stately parks own him the lord of all.

His but the vast, unenvied fields of night,
Where amber blooms through folding fleeces break ;
The crystal calm, within whose distant height
Lies the cold moon, lone lily of the lake.

No gold is his save that of morning sky,
No silver, save the polished dews has he ;
Nor ships, except the crimson sails that lie
So idly anchored on the sunset sea.

Unschool'd in subtle mysteries of trade,
Unskilled in much of shrewd commercial art,
Yet, day by day, has he in patience made
That noble fortune — riches of the heart.

'Tis but the few who hear the voice benign
Of Science, calling from her secret glen ;
That bids them feast at her enchanted vine,
And bear her tempting clusters forth to men.

But all may wear, beneath the eyes that scan
By purer light than man's mistaken rules,
The perfect heart, that wiser makes a man
Than all the fine philosophy of schools.

Patient to walk the path of daily care,
With earnest gaze on God and duty bent ;
Well pleased the love of fellow-men to share,
But yet to be with that of heaven content ;

All souls to honor, and the pride forget
That separates the cultured from the rude ;
Since God on all indelibly has set
The sacred seal of His infinitude ;

To live for all, nor scorn to gather out
Of lowliest lives some thorn of grief and sin ;
To make the beauty of the world without
A smiling picture of the grace within ;

These are the treasures, oft of small renown,
These are the gems, unsought of sordid strife,
Which greatness, ere she weaves her fadeless crown
Must gain from out the jewelled mine of life.

No name so humble that it may not find
A fairer fame, a brighter, nobler place,
Than that in living characters enshrined
Upon the imperial annals of the race.

The souls devout that out of every hour
Have learned the duty and the prize to seize,
Nor wealth, nor fame, nor pride of princely power
Was ever yet arrayed like one of these.

'Tis not the fingers of a golden fate,
Waiting our coming with propitious mien,
Nor yet the angel's ready hands that plait
Men's starry chaplets in the Land Unseen.

But Heaven decrees that all of mortal birth
Shall wear, e'en here, before they reach the skies,
The crowns that, viewless in the air of earth,
Shall quenchless burn in that of Paradise.

Editors' Department.

[Compiled from "Boston Journal" and "Transcript."]

MASSACHUSETTS TEACHERS' ASSOCIATION.

THE twenty-fifth annual meeting of this Association was held on Thursday, Friday, and Saturday, October 21, 22, and 23.

The opening meeting was called to order on Thursday evening at seven and a-half o'clock by the President, J. W. Dickinson, of Westfield, at Lowell Institute. Prayer was offered by Rev. Mr. Foljambe, of Boston, after which the President delivered his annual address, which was very brief, touching upon some of the salient points of educational discussion.

Rev. Dr. Nicholson, of Boston, was then introduced, and delivered a most interesting and scholarly address upon the *Morality of Education*, in which he urged in a most powerful manner the importance of a due recognition of the moral sentiment in training the mind.

HIGH SCHOOL SECTION.

FRIDAY MORNING.

The High school teachers connected with the Association convened at 9 o'clock, A. M., at the Boys' High School Building in Bedford street.

The meeting was called to order by Mr. N. Hills of Lynn, who offered prayer. Mr. C. C. Chase, of Lowell, was elected President of the Section, and G. Daniell, of Boston, Secretary. The preliminary business having been transacted, the regular discussions were at once begun.

The pleasant hall of the school-house, was well filled with ladies and gentlemen who are interested in the work of conducting the High schools of the State.

HIGH SCHOOL EXAMINATIONS.

The first subject taken up was The Method of Regulating Admissions to High schools. A paper on this topic was read by S. Burnham, A. M., of Newton, Mass. The speaker presented his objections to the practice of requiring an examination of those scholars admitted to the High school. He would have the teachers of the Grammar schools send to the High school teacher such students as in his judgment are prepared to commence the studies of the school, and put upon trial for three or six months; he would then have the teachers of both grades of schools and the supervising officers observe what progress the student has made, and whether he is fitted to remain and go on with his studies, or whether he shall return to the Grammar school. He urged that the teacher of the grammar school who has had the care of the scholar's instruction is the best judge of his qualifications, and should have the privilege of recommending the advancement of the scholar to the High school. The paper was quite interesting, and the author afterward explained and defended it from objections of his own suggestion, and also replied to the criticism of other speakers.

Mr. J. C. Greenough, of Westfield, spoke at length upon the impracticability of the plan; while Mr. Averill, of Northampton, agreed with the paper, and asked why an examination before admission to the High school was any more necessary than before admission to the Grammar school.

Mr. Perkins, of Lawrence, said that system had been tested in the schools of Lawrence, and had been found a total failure. He thought the student's answers to the questions proposed to him by the examining committee are really a test of the scholar's ability and acquirements. There must be a distinction drawn somewhere between the mass of scholars in the Grammar schools, and that the teachers of those schools and also the committee, would be loath to make an arbitrary demarcation. He thought such a method of admission to the High schools must result in the waste of from three to six months of many scholars' time, and would be entirely unsuccessful in practice.

Mr. Smith, of Dorchester, also argued against the practicability of the proposed plan. He thought that there were evils in the present system of examinations,

and that the system should be improved rather than abolished. He thought that a two days' examination was better than a six months' examination, and pictured the evils which would flow from throwing students out of the High school after they have pursued their studies there for any length of time. The inevitable result would be a deterioration in the efficiency of the High school. Other speakers coincided with the views of Mr. Smith, and suggested other objections.

Mr. Walker, of Westboro', advocated a system of rigid examinations. There is no difficulty in ascertaining what a scholar knows by questioning him. He thought that the great defect at present was in the quality of the examination, and that country committees were exceedingly fallible, and admitted scholars often because of some outside pressure, instead of by reason of any real merit, to satisfy some disaffected parent or some influential citizen who insists that his children are qualified, whether they are or not.

Mr. Howe, of Jamaica Plain, spoke upon the bad effect of such a system of examination. He had given it a thorough trial, and had found it a terrible trial all through. He would have the scholar evince some real knowledge before he was admitted to the High school, and that the examination fully answered the purpose.

Mr. Burnham wound up the discussion by saying that the moral objection to examinations was the chief one, and that no committee was fully competent to judge of the exact standing of a student. He asked what school-teacher would risk his standing upon his power of answering questions put to him by any committee, and yet that was the criterion for the scholar.

At the close of this discussion, it was voted that the verdict of the section should be taken upon each question; and Mr. Smith, of Dorchester, thereupon facetiously moved, as the sense of the teachers present, that High school examinations should be abolished, and the vote was almost unanimous in the negative.

A recess of five minutes was then taken.

ARE THE HIGH SCHOOLS WHAT THEY SHOULD BE?

This was the subject of the second paper, which was read by Mr. Harrington of New Bedford. The speaker said that he was somewhat embarrassed to find his subject so much like that of the preceding speaker. He first explained his idea of a system of grading in the public schools, as the head of a grand school system. Supposing that each scholar attends school between the age of five and eighteen years, he would divide the whole body of scholars into thirteen classes, giving four classes to the Primary school, five classes to the Grammar school, and four classes to the High school. The identity of each class should be maintained throughout the course, and no obstacle allowed to retard the regular progress of the class through the regular gradations of advancement. By such a system, he averred that the average increase of admissions per annum would equal the present contents of the schools. The speaker would sweep away all unequal distinctions between schools and classes, and regard the whole system as one comprehensive whole.

After fully explaining his ideal system, the speaker turned to the consideration of the actual state of the schools. One of the principal obstacles to a thorough popular education he thought to be the system of examinations in the High schools. He asserted that the ordinary principles of school examinations set common sense and the welfare of the students entirely at naught, and do violence to the ordinary laws of mental action and sound discrimination. Questions are propounded to the scholar, which are framed by persons having no knowledge of his mental condition and the bias of his culture, and calculated to give the scholar with a ready memory the highest place, and encourage the vicious system of cramming.

The weakness of the system was enlarged upon by the speaker, and the frailties of the school committees who admit the lame ducks through some back door in obedience to persistent outside pressure. He also criticised the Grammar school teachers, who have great temptations to recommend scholars for advancement who are entirely unfit to go to higher schools. He censured the much vaunted school system of Boston, and referred to the fact that out of the seventeen thousand scholars leaving the schools of the city, only five hundred were graduated last year, as a sample of the universality of the free education enjoyed in Boston. He never read the glowing accounts of the yearly examinations in the Boston newspapers without a sinking heart, as he thought of the great mass who are allowed to leave the schools at that point in their education, while only a moiety are sent up to the High schools. He did not see why the High schools should limit their increment to some exceptionally high limit of culture any more than the Grammar schools. He advocated the German system of education, — treating classes as units, individuals being lost sight of, and the responsibility of individual failures where it belongs, if the teacher has been faithful, upon individuals themselves. He insisted that it is a grievous wrong that so many should be excluded from the High schools. He would open the doors to industrious mediocrity and to deserving poverty.

Mr. W. C. Collar, of Boston, was the next speaker, and made some remarks upon the general subject of the teacher's work.

He contended that teachers need more knowledge, more enthusiasm, and more devotion to their work. He referred to some of the discouragements of teachers, and said that if teachers worked for emolument they ought to turn their attention to cooking, for the head cook at the Parker House gets \$4,000 a year, which is more than twice the salary of many of the best teachers in the State.

Mr. Twombly, of Charlestown, agreed in the main with the essay, and believed that there was too much exclusiveness in the examinations.

Mr. Anderson, of Boston, made some most excellent remarks upon the method of reaching the student's mind. He was disposed to put the classics, and all more abstract formulas in grammar, in the background. Many weary years are wasted upon the absurd rules of grammar, while the student remains in total ignorance of language itself.

He thought that pupils should gain their knowledge of language from the English classics. He gave some instances in which his best scholars had failed utterly when confined to the abstract principles of grammar. The faculty of taste is not

sufficiently cultivated; in fact, it is almost totally neglected in common education. He regarded grammar as being utterly useless, and hoped that he should never have to frame any more questions with which to puzzle applicants for admission to his school.

Mr. Gregg, of Jamaica Plain, spoke upon the subject, and Mr. Philbrick, of Boston, defended the Grammar school-teachers by asking whether there was no drawback in the High school management itself. He inquired why more scholars did not remain longer in the High schools, and stated that there was a great improvement being made in the matter of bringing the scholars of Boston into the High schools.

At half past twelve the section adjourned for dinner.

AFTERNOON SESSION.

The section re-assembled at half past two o'clock. The number present was not so large as in the morning.

RELATION OF HIGH SCHOOLS TO COLLEGES.

This was the subject of a paper presented by Prof. William W. Goodwin, of Harvard College. The intimate connection between the colleges and the subordinate and preparatory schools was delineated by the speaker. As the standard of scholarship in the colleges is advanced, it must also be advanced in the schools. The speaker thought there was too much of the democratic element in the intellectual discipline of the colleges. He treated the whole subject of college education in a trenchant and suggestive manner.

Dr. Samuel Taylor, of Andover, made some remarks after the paper had been read, in regard to the correlation and interdependency of colleges and preparatory schools, and gave some instances of the fostering of an antagonism between them by the course of the latter, in not adhering strictly to their own standard of acquirements. He heartily indorsed the views expressed in the inaugural of President Eliot, at Harvard, and complimented Prof. Goodwin.

Remarks were made by Mr. Hammond, of Monson, Prof. Atkinson and others. Prof. Atkinson spoke in favor of the scientific education of the largest possible number of scholars, and held a debate with several gentlemen upon the subject. The discussion took a wide range, and only slightly touched upon the subject of the essay. The section adjourned at four o'clock.

THE GRAMMAR SCHOOL SECTION.

The Grammar school section of the teachers' association assembled in Tremont Temple this forenoon. The attendance was quite large, filling the floor, while a number occupied the galleries.

At half past nine the meeting was called to order by Edwin B. Hale, Superintendent of the Cambridge schools. Prayer was offered by Rev. Dr. Burroughs, of Boston. The first business of the morning was a paper by Jonathan Kimball, of Salem, on

PRACTICAL STUDIES.

Practical education, he said, that practical education in the sense that it is sometimes made to bear, we might rest assured, would never be used in our public schools. We were citizens of a somewhat peculiar State, and fashioned what was produced elsewhere. He was satisfied that if the youth of Massachusetts were to receive a practical education, it must be a general one, and not confined to elementary principles. Elementary requirements were most practical, and general studies should preclude specific. That which cultivated thought and correct expression must be most practical.

The paper was well received, and provoked considerable discussion.

THE DISCUSSION

provoked by this paper was of an interesting and practical character. Dr. William M. Cornell, of Boston, approved most heartily of the views of the essayist.

Mr. Waterman, of Taunton, spoke briefly of the necessity of encouraging a more practical course of studies in our schools. He wished to see book-keeping taught in such a manner and to such an extent, that the farmer and mechanic could keep their own accounts in an intelligent and respectable manner.

Mr. A. G. Boyden, Principal of the Normal school at Bridgewater, gave a most interesting and able review of the present methods practised in our common schools, and pointed out the objections thereto. He thought the main question was not which studies are the more practical, but how should they be taught in the most practical way. The great and noticeable lack of our school system at present was the knowledge necessary to use the mind properly. The pupils, for the greater part, come out of school unable to make clean, intelligent statements. To properly estimate the value of a study, we must view it in relation to itself, and its relation to other studies. Which of the two, mental power or facts, was the most important? These were questions which ought to receive attention. Teachers ought to teach all subjects so as to secure the greatest amount of mental power. This would change the course of ordinary teaching. Teachers should endeavor to bring out the mental power of the child. Our system of teaching ought to be more practical. Teachers ought to get away from the text-books so far as possible, and get into sympathy with the pupil. They should get away from the old routine of work, and study the mental calibre of the scholar. By so doing, they would accomplish much more than by the old hum-drum style. Boys ought now to know more when they leave school than they did twenty-five years ago. The age was advancing, and our school system must advance with it.

Mr. Boyden was frequently applauded, and it was plain that the mass was in sympathy with his plans.

Superintendent Philbrick, of Boston, spoke but briefly on this topic. He approved of the views of the essayist.

Mr. Moore, of Lynn, spoke briefly, and a recess of five minutes was taken.

EXAMINATION FOR ADMISSION TO THE HIGH SCHOOL.

The Association was called to order at the termination of five minutes with the second subject for discussion: "Do the Examinations for Admissions to the High Schools exert an Undue Influence upon the Instruction in the Grammar Schools?"

The Chairman introduced Mr. Eaton, of Charlestown, to open this discussion.

He commenced by speaking of the ignorance manifest in the educational supervision of the State, and it was only by discussion, fair and open, that this subject could be fairly brought before the public. We had a splendid ship, but it was managed by unskilful hands at the wheel. He rebuked the manner in which the Grammar schools were supervised.

He believed that in many cases the examination pressed back the real talent of the pupil. He believed in giving the control of the schools more fully into the hands of the teachers, and not give so much power into the hands of the committee. He would blot out of existence these examinations as tests for admission to the High schools. Mr. Eaton's remarks were presented in a clear, distinct manner, and his denunciation of the evils of the school system were scathing.

Dr. Cornell, of Boston, was understood to sympathize with the views of the last speaker. It was not indicative of common sense to appoint on the school committee men who had at the outset but a meagre education, and whose business since had not fitted them for the position, and then allow these men to dictate the course to be pursued by teachers, who had spent many years in preparing for their duties as teachers.

Mr. Chase, of Watertown, considered briefly the relations of the pupils of the Grammar schools to the High, and suggested that a committee be appointed to make a report on this subject, which would be presented at the next meeting, one year from this time. He did not regard the Grammar schools as a means purely of preparation for the High school, but they should be considered independently, inasmuch as not half of the pupils of the former ever went to the latter.

D. B. Hagar, Principal of the Normal school at Salem, made a brief and excellent address on this topic. Much that had been said to-day had been well said, and much unjustly said. He believed in a middle course in respect to the course of study and government of the Grammar schools. The studies should be so arranged that when the pupil left the Primary school he should be ready for the Grammar, and when he left the Grammar he should be fitted for the High school. He criticised sharply the examinations, as usually carried out, and said he had frequently heard questions propounded which were utterly destitute of common sense.

There were, however, rights of the committee which should be respected. All teachers were not perfect, nor were all committees perfect; but he was not in favor of admitting the pupils from one grade to another on the mere *ipse dixit* of the teacher. There must be some standard. In reference to dull scholars, he thought they ought not to be kept back from the High school if their record for

studious conduct and perseverance was good, and the judgment of the teacher should have weight in this respect.

Brief remarks were made by Messrs. Kimball, of Salem, and D. B. Hubbard, of Dorchester, and the Convention adjourned until two o'clock.

AFTERNOON SESSION.

The attendance on the afternoon session was considerably in excess of that of the morning.

The meeting was called to order at quarter past two o'clock by the President, and Stacy Baxter, Esq., of Boston, was introduced as essayist on the subject of "Training of the Voice." The subject was ably handled, but it was not possible to make an intelligent abstract which would do the essayist justice. At the conclusion, the subject was open for discussion.

Mr. Jameson, of Boston, was called upon to open the discussion. He spoke briefly of the abuses practised in our public schools in relation to vocal culture. It was necessary that the pupil should comprehend the sentiments of the author, in order that he might read properly and understandingly.

Professor Brown, of Tufts College, differed from the essayist in several respects, and warmly defended the system practised by Professor Monroe, as taught in the Boston schools, which he understood the essayist to condemn in theory; although adopting it in practice. He expressed surprise at the grounds taken by the essayist, and he concluded by indorsing, heartily, Professor Monroe's system of vocal culture in the Boston schools.

Mr. Baxter was then called for, to defend the attack upon his system by Professor Brown. He still adhered to his philosophy, and gained the sympathy of a large portion of the audience.

Mr. Sheldon spoke briefly of the evils of a radical, extreme method. He believed in the medium course in the cultivation of the vocal powers of youth.

An illustration of the method of teaching drawing, as practised in the Boston schools, was given by Mr. William N. Bartholomew.

The meeting then adjourned, to meet Saturday, in Tremont Temple, at nine o'clock.

PRIMARY SCHOOL SECTION.

The Primary school section assembled in the hall of the new Rice School on artmouth street. The room was well filled with members of the Association. Mr. Josiah A. Stearns, of the Lawrence school, occupied the chair, and Mr. Lucius Wheelock, of the Rice school, was chosen Secretary.

After a portion of scripture had been read, and prayer offered by Rev. Dr. Webb, a paper was read by the chairman, which had been prepared by Miss Mary Kyle, of Boston, the latter being unavoidably absent. The subject was "Practical Questions for Teachers of Primary Schools," and the writer made many valuable suggestions as to the means best adapted to bring out the powers of both mind and body of Primary schools. It was thought that younger scholars tired and grew weary more easily over studies than older scholars, and conse-

quently more physical exercises should be introduced. Constant employment, not forced, but directed, was one of the best means to preserve order in the school-room. The writer thought dull pupils should never be allowed to suspect they were not so brilliant as some of their fellow-students; they should be encouraged in everything they did, but even that must be done in a modified manner, or the pupil would think so much was not expected of him. She thought that whilst teachers endeavored to drink of the spirit of the Master, they should also try to follow his example in attempting to raise the minds of the pupils to a higher grade.

Miss J. H. Stickney, Superintendent of the Boston Training School, then exemplified her method of teaching numbers, by a class of young scholars. Miss Stickney, in introducing her mode of instruction, said she did not believe in commencing to teach numbers in counting to one hundred, and she just as little believed in continuing by the recitation of tables. Commencing to count, and ending with the multiplication table, seemed to her to represent two exercises upon a kind of memory that was already entirely disproportionate to the other powers of the mind. By memory she meant just that sense which gives and gives again; which studies, and gives to the teachers as results, a repetition of facts which meant as little to the child as it would mean under ordinary circumstances for a child to learn twenty directions of houses in a street. This faculty of memory was, in her opinion, the basis of all primary work, and it should be cultivated properly; and to do that they must do away with the recitation of tables and counting. It was entirely unnatural that children should enter upon the beautiful science of mathematics with something so unnatural as abstract truth. She thought children should be taught to reckon by things, and not to multiply by adding, for it would be found that they did not know how to abstract the quality from the thing. She advocated the introduction of concrete substances into the Primary schools as the means best calculated to draw the mind on to abstracts. The exercises best calculated to interest children of an early age was a development of number as far as ten, but that number must always be known in connection with objects.

Mr. L. W. Mason, of Boston, then illustrated his method of teaching music in the several classes in the Primary schools, by a class of little girls from the Drake School. The method is a familiar one to school-teachers, and at the commencement does not attempt musical notation. The exposition of the theory of Mr. Mason was very well received. He exhibited the national music charts, but did not explain his method of instruction from them. At the conclusion of the lesson to the younger scholars, a class of intermediate scholars was examined in regard to their proficiency in music.

The next exercise was an exhibition by Dr. Edwin Leigh, of New York, of the superiority of this new type (which is a species of the phonetic language printed on small cards) in teaching beginners to read. The system appeared to be a very simple one, and was both interesting and instructive to children.

At this point the Association adjourned until two o'clock.

AFTERNOON SESSION.

The Association was called to order shortly after two o'clock by the Chairman, who introduced Mr. Daniel Leach, Superintendent of Schools in Providence, R. I., who announced as his topic, "Teaching to Spell in Primary Schools."

Mr. Leach proceeded to give his experience in spelling for a number of years, and afterward he gave the definition of spelling as the naming and the reading of the letters employed to read the different sounds of the English language, as these sounds are expressed in words and parts of words, naming the letters and the different combinations of letters employed to denote the sounds of the English language, as they were used to express thought and feeling. He thought there should be a classification and repetition in schools to aid in teaching spelling, and so far as difficulties and obstacles could be generalized and brought into classes, much ground would be gained. Learning to spell was chiefly done by an effort of memory by repetition, but how should the repetition be made? The letter must be seen by the eye, utter the sound, and then make a muscular effort, which would be sure to make an impression on the memory and to strengthen it; and by this means they would secure a deeper and far more permanent impression than could otherwise be done. This had been tested by practice and experiment, that the more of the senses that could be united, the more would the mind be called into activity, and the greater power was exercised. There were very many mistakes made in teaching spelling, but in his long experience he had found it best to direct the mind to learn the connection between the words and sounds, without connecting these in any way with the meaning. He had found that by teaching Greek to a child after learning the alphabet, great progress would be made by him, far more than he would have made in learning any words of the same number of syllables in the English language. The speaker advocated the securing of the greatest number of repetitions and the combinations in a possibly given time, and accompanied with the greatest mental activity of the pupil.

Mr. M. W. Tewksbury, of Fall River, then read a paper on "Oral and Object Teaching in Primary Schools," in the course of which he advocated the system of bringing a child forward by object teaching. Teachers could be themselves text-books to their pupils, and allow the books to occupy their normal position, which was that of a guide.

Following Mr. Tewksbury's exposition of his theory was an object lesson given by Miss L. A. Cragin, of the Lawrence school, to a class of very young boys. This was a fitting illustration of the principles enunciated by the last speaker. The lesson created much amusement to the audience from the original manner in which some of the questions propounded to the juveniles were answered.

The last exercises of the afternoon was the presentation, by Mr. Francis Coggs-well, of Cambridge, of his method of teaching Primary school tables. He expressed himself in favor of the principles that had been enunciated there that day in regard to the teaching of Primary schools.

The section shortly afterward adjourned.

PROMENADE CONCERT.

When the sections of the Association adjourned in the afternoon, they adjourned over till the general meeting Saturday morning, and the evening was devoted to pleasure. After listening to the not unprofitable discussions of the day, the assembled school-teachers were well prepared for the evening's relaxation at Horticultural Hall, which was thrown open by the city, in honor of the Association. Gilmore's Band was stationed on the platform in the upper hall, and played at intervals between eight and ten o'clock. The lady teachers were present in great numbers, far outnumbering the gentlemen. The upper hall was crowded during the evening, and the lower hall was also well filled, though a space in the centre was reserved for dancing. The young ladies waltzed to piano music, furnished by Mr. Sharland, and the evening passed off very pleasantly.

SATURDAY MORNING.

A general meeting was held in Tremont Temple this Saturday morning, beginning at nine o'clock, President John W. Dickinson in the chair. Prayer was offered by Rev. Mr. Hammond, of Munson. The first business in order was the election of officers, which was proceeded with, resulting in the choice of the following ticket:

President — J. W. Dickinson, Westfield.

Vice-Presidents — Charles Hammond, Munson; E. A. Hubbard, Springfield; J. P. Averill, Northampton; G. B. Putnam, Boston; A. G. Boyden, Bridgewater; W. B. Graves, Andover; A. J. Phipps, Medford; H. F. Harrington, New Bedford; E. B. Hale, Cambridge; E. W. B. Canning, Stockbridge; E. I. Comins, Worcester; George K. Daniell, jr., Boston; J. F. Blackinton, Boston; J. L. Brewster, Lawrence.

Councillors — M. F. Cooke, Boston; D. B. Hagar, Salem; J. D. Philbrick, Boston; J. A. Page, Boston; J. A. Stearns, Boston; Nathaniel Hills, Lynn; M. C. Stebbins, Springfield; J. P. Payson, Chelsea; Charles Hutchins, Boston; F. F. Preble, Boston; Frank A. Hill, Milford; L. F. Warren, West Newton.

Recording Secretary — James W. Webster, East Boston.

Assistant Recording Secretaries — S. H. Haskell, Newton; A. E. Winship, Bridgewater.

Corresponding Secretary — A. G. Ham, Boston.

Treasurer — D. W. Jones, Boston.

After the election was concluded, and the result announced, the President briefly thanked the Convention for the honor of re-election.

The Treasurer, Mr. D. W. Jones, then submitted his report, from which it appeared that the Association was now in a better condition, financially, than it was last year. The only drawback at present was the indebtedness of subscribers to the *Massachusetts Teacher* to the amount of \$1,100. The indebtedness of the Association was now about \$1,300; but if all amounts due it were paid up, there would be a balance in its favor of \$122.30.

Mr. C. O. Thompson, of Worcester, made a motion, that a committee of five be appointed by the chair to canvass the house, and see how many members, gen-

tlemen and ladies were there, who would be willing to contribute one dollar towards paying the debt of the Association.

Mr. Hagar, in advocating this motion, made a humorous allusion to the debt due the editors of the teachers' periodical, which was not included in the Treasurer's report. After some further discussion, the motion was passed, and a committee appointed.

Mr. Jones read a report of a Committee appointed by the Directors, to present amendments to the Constitution.

On motion of Mr. Hammond, the report was referred to the Directors to be considered; the proposed amendments to be acted on at the next annual meeting.

On motion of Mr. Payson, of Chelsea, a by-law was passed which limits the giving out of return railroad tickets to members of the Association.

Prof. John S. Woodman, of Dartmouth College, was then introduced, and proceeded to address the meeting upon the subject of drawing.

A large part of the address was devoted to the illustration of the ease with which the elementary principles of the art could be taught. The blackboard was used for this purpose. The speaker asserted that any teacher could teach drawing efficiently. In concluding his remarks, he alluded to the advantages to all classes of cultivation in this matter.

The manner of teaching music to the pupils of the public schools of Boston was next illustrated. For this purpose, pupils comprising a class of boys from the Bigelow School, and one of girls from the Shurtleff School (both Grammar) came upon the stage. They were examined by Mr. Sharland, and after an illustration of the method in which they were taught, and their efficiency in it, some songs were sung which elicited warm applause.

Two classes from the Girls' High and Normal School next appeared, and went through exercises in reading music at sight, under the direction of Mr. Eichberg, followed by the singing of several pieces in a very fine manner.

After the appointment of a Committee of Resolutions, George W. Minns, of Boston, was introduced, and read an interesting paper upon "The Schools of California."

The meeting then adjourned.

MEETING OF THE NEW ENGLAND ASSOCIATION OF SUPERINTENDENTS OF PUBLIC SCHOOLS.

THE above named Association held its fourth annual meeting this morning at the Girls' High and Normal School-House in Mason Street. The meetings of the Association are of a somewhat informal character, as it has no constitution or by-laws, and they are designed to furnish opportunities for discussions and an interchange of opinions between the Superintendents of the Public Schools. Until within a short time it was confined to this State, but it has recently been opened to all the Superintendents of New England.

The meeting was called to order by Mr. Harrington of New Bedford at half

past nine, the President, Hon. Joseph White, being absent. Mr. Leach of Providence was elected temporary Chairman, and Mr. G. E. Hood of Lawrence was elected permanent Secretary, to relieve Mr. John P. Averill of Northampton, who has been serving informally.

Only two papers were down upon the programme for the consideration of the meeting, and before taking them up, several gentlemen suggested other subjects which it might be profitable to discuss.

The first paper was upon "Grammatical Map Drawing," by A. P. Marble of Worcester. The system advocated by the gentleman is a new method of teaching grammar, viz: to develop the whole science to the mind of the pupil by means of diagrams upon the blackboard. The ideas of the gentleman excited an interesting discussion, and the general subject of grammatical teaching occupied the attention of the meeting for two hours or more. There was the usual variety of opinions expressed, some speakers wishing to do away with textbooks entirely, and others believing that they should be used to a greater or less extent.

About twenty gentlemen were present, and most of them spoke upon the subject.

The second paper was on "The duty of school officers towards those teachers who are partially or entirely unsuccessful."

The speaker discussed the general subject of incompetent teaching. He advocated the immediate dismissal of all teachers who are deficient in mental capacity, information and fitness, and also if a teacher has lost interest in his work, or has fallen into a monotonous method. But if the teacher is merely inexperienced, and can be developed and become successful, he would have him or her retained and borne with.

There was a long discussion on this subject, which took a very broad range. The subject of the examination and certification of teachers, and the moral and legal duties of committees, was very naturally suggested, and received much attention. The general laxity which prevails all over the State of Massachusetts in allowing the teacher who has once passed examination to be ever afterwards free from re-examination was commented upon. The certificate is so indefinite that it really amounts to but little as a criterion of the teacher's qualifications. Mr. Philbrick stated that the law requiring the examination is very much disregarded. There are parts of Boston where teachers have been appointed without any examination whatever, and many of the teachers in the schools who have been there many years could not sustain an examination at the present time. There is also a departure from the law in regard to the payment of teachers, for it is illegal for any municipal treasurer to pay a teacher unless the teacher's certificate is presented, and an injunction could be served upon any officer doing so.

Mr. Philbrick made an interesting statement concerning the examination of candidates for master of the Boys' High school on Tuesday, before the Boston School Committee.

Rev. Mr. Twombly, of Charlestown, spoke with much good sense upon the matter of certificates, advocating the New York system, which provides for the revo-

cation of the certificate once in five years, and also indicates the teacher's standing as to qualification and length of service.

The General Superintendent of the Maine Public Schools, Mr. Johnson, was present, and gave a very pleasant account of the progress in education there. The State has no Board of Education, but the county system of supervision has been adopted, and is found to be very useful. The District School system still remains, but is about to be modified.

Mr. Harrington, of New Bedford, next brought up the subject of School Architecture, the discussion developing a most suggestive unanimity of opinion as to the present unfortunate policy pursued in New England in the construction of school buildings. Mr. Harrington praised the new school-houses of the city of Worcester, which cost about \$26,000 each, and are convenient and commodious. He disparaged the custom of putting an immense sum of money into a single building, when the same amount of money, if judiciously expended, could be made to furnish accommodations for twice as many scholars in smaller, and far more desirable buildings.

Mr. Philbrick coincided with the views of Mr. Harrington, as did several subsequent speakers, and instanced a Chicago school-house, which he had examined as a model structure. He referred to the unwise course which is pursued in Boston in this matter. He stated that over a million of dollars will be expended upon school buildings during the current year, and that equally serviceable buildings could be erected for half the price, if the costly pressed brick of which they are built could be dispensed with and only simple and rustic ornaments used. The trouble is that the persons who have charge of the supervision of the construction do not understand their business, and do not conform the plans to the ideas of educators.

Hon. Joseph White spoke upon this point, and stated that if the accommodations in the cities are bad, the accommodations in some of the larger towns are poorer, and he instanced several towns in the vicinity of Boston which furnish wretched and inefficient rooms for the Primary schools. He spoke of the parsimonious and prejudiced views which were often held upon this subject. He would have school-houses made sightly by harmonious proportions, and not by fine brick, or the gewgaws put upon them.

The subject of ventilation was also discussed, and Mr. Tilton, of Newport, R. I., put upon the blackboard and explained the plan for a school-house in his city, which embodies some new features in its arrangements. All the speakers agreed in emphatically protesting against the profligate appropriations of the public funds for the construction of ornate but unsuitable school buildings.

The question was discussed whether it would not be well for the meeting to advise some legislation looking to a more direct supervision of the construction of school-houses by School Committees; but no action was taken, the gentlemen recognizing the fact, that most communities are very sensitive in regard to the power exercised by the committees, which is already very arbitrary and absolute. At two o'clock the Association adjourned, subject to the call of the Committee or Arrangements next May.

MEETING AT THE EDUCATIONAL ROOM.

OCT. 2, 1869.

Subject: EXHIBITIONS. Mr. Littlefield, of Charlestown, Chairman of the meeting.

School exhibitions are now considered by the community a necessary part of our school system, and, as they are usually conducted, I thoroughly believe in their value and importance. A few years ago the opposition to them was strong, and had its reasons for being so, in the evils which accompanied them; but these evils have been almost wholly removed, and in the place of hostility has followed general approval. The time for holding them in this vicinity is at the close of the summer term; and while this affords a pleasant entrance upon the long vacation, and a happy return to school labor when that has passed, yet it is questionable whether a cooler season of the year would not be a better time for them, especially if promotions occur in the summer, in order that nothing may interfere with the reviews preparatory to examination for admission into the higher classes or schools. Exhibitions arouse and interest the children as the ordinary school work does not and cannot; for, when in its every-day dress the school attracts very few visitors, while at exhibitions the crowded room, the parents anxious that their children shall do well, and the expectation that the exercises will pass off smoothly and perfectly, afford a stimulus to every pupil. If the result is a success, the teacher will receive his share of credit for his performances. Parents and relatives of his scholars will greet him kindly, and some who have heard stories calculated to impair his usefulness or force his resignation, will have their opinions changed, and will feel that it would be a great loss to have their faithful teacher taken from them. So confidence is restored, and the exhibition does good to all concerned in it. Extra work must be done in the preparation; but if the teacher is anticipating the exhibition throughout the year, he can in a measure provide for its coming. I have been accustomed to note down such declamations, dialogues, and readings as afforded interest and pleasure to the scholars at the regular time of rhetorical exercises, and from this record have drawn a part of my programme, and thus reduced the amount of hard labor which would otherwise be crowded into the last few weeks. Every exercise should have thorough preparation for the day of exhibition; and I see no objection, even in the reading, to each pupil having his part assigned and studied to the exclusion of everything else connected with the display.

Mr. Hill, of Boston. My chief objection to an exhibition is, that it is sometimes presented to the public as an examination, and often when it is not, it is taken to be such. Now, the school is designed to be a place for labor, and not for play, or show, and therefore the closing work of the term should be to present what has been accomplished in the regular order of its studies rather than what is aside from them. An ordinary school day will afford a truer exhibition than any other, and parents ought to be sufficiently interested in their children's welfare to visit the school frequently.

Mr. Smith, of Dorchester. I favor exhibitions, because, in accomplishing its mission to the community, the school must adopt new methods or subjects of instruction, and it is absurd to expect that it can do so successfully, unless the people are informed of their merits and sustain them. For example, drawing was opposed when first introduced into my present school, as a waste of the pupil's time, but when the drawings were displayed side by side, in a room devoted to them on exhibition day, the value of the study was apparent, in the excellence of the work. Why should children be denied the opportunity to parade their abilities, and the fruit of their efforts, any more than the farmer and mechanic at their fairs? Shall we not believe that parents are benefited when we see the tears of pleasure filling their eyes at the success of their children, or when they are touched to the heart by some pathetic recital. If we say exhibitions are absurd, we only say what may be said of nearly everything. If we ask, are our exhibitions what they ought to be, we must reply that nothing human is perfect. Our pupils, especially in the High schools, are of an age when their feelings are most active, and can be best directed, whether for good or evil. Now, let opportunities be afforded when these feelings can be developed in an agreeable and refined way; when even the most unpromising is reached, and something fitting is provided for him; and let the presence of a large assembly furnish a stimulus in the preparation and delivery of his part; and tell me whether there may not be awakened a consciousness of ability never before known to exist. No scholar should be refused some share, however humble, in the exercises of the occasion, and no parent should have occasion to feel that his child was unfairly treated in the appointments of the exhibition.

Mr. Willis, of Boston. I object to the idea that nothing but the routine of school work should be made a matter of interest to the pupil, or of concern to the teacher. If it be true that the culture of a teacher depends on what he is doing out of school as well as in school, may not the same be true of a scholar's progress? If a teacher will become a better teacher by having some special branch of study apart from what is necessary for his daily work, may it not be true that a pupil will make better progress in his required studies if he has "some other iron in the fire?" I have noticed that those boys who were occupied out of school in collecting coins, minerals, postage stamps, etc., or in making steam engines and telegraphs, have almost uniformly by this definite occupation, been aided and stimulated in their duties. So, in preparing for exhibitions, the pupils, under the influence of the excitement attending it, can be led to interest themselves in it so much that the work may nearly all be done out of school hours, and the ordinary lessons not neglected, but improved. What shall be the character of the entertainment? One teacher will be urged or tempted to make the literary exercises trifling, another heavy. A wise mingling of the grave and gay, the instructive and pleasurable is needed. Again, a judicious choice of pupils, according to their natural adaptation to the subjects to be assigned is essential, as no greater mistake can be made than to have a scholar perform a part for which he is not fitted. Exhibitions may afford a means of leading pupils to appreciate genuine wit, which is no slight attainment, and selections of this character, by being

explained, and fully understood, can be delivered with great effect. But one of the greatest benefits to be derived from them, by the pupil, is in the commitment of choice pieces to memory. While much is well said against memorizing, I believe that we shall omit a source of good influence, if we do not have some of the thoughts of noble men permanently fixed in the mind. Exactness in learning pieces is often essential to the fulness of their meaning, and a slight variation is often an egregious blunder. One of my boys the other day thought he knew the sentence, "Strange that a harp of thousand strings should keep in tune so long," but showed that he did not appreciate its significance, when he rendered it from memory, "It's a wonder that a hundred strings should last so long."

Mr. Hagar. There is sometimes an exhibition which purports to be an examination; but when a teacher informs his pupils in spelling that they will be called up only on the first six words of each page; or, in arithmetic, that A will have such an example, and B another; or when, in any way, he renders it possible for his scholars to make special preparation upon the particular parts to be assigned to each, he palms off upon the public that which is not what it is supposed to be, and is to be despised as much as any other actor or utterer of falsehood. Such is an exhibition without the name. But a *bonâ fide* exhibition has its place in the school, and I believe in it. It calls out qualities which have never before had an opportunity of showing their existence. A power for public speaking may be developed in some boys more at this time than in all the rest of the year. More than this, something a little outside of the usual beaten track relieves the pupil from a distaste for school pursuits, and returns him to them with renewed zeal and persistency. Again, if holidays are pleasurable, why not occasionally have an inside holiday? — something genial with the pupils, their parents, and friends, and thus increase the number of bonds which attach them to their instructor and guide? Our great aim in all our work is to wake up the scholar to a consciousness of the abilities which they possess, and to give an occasion for their real use and improvement; and for these ends an exhibition may be of as much service as any exercise. Elocution is to be taught, and the exhibition in view is an incitement to cultivate it. The preparation, however, should never be so elaborate as to withdraw much from the ordinary pursuits of the school.

Mr. Payson. It is sometimes advisable to have at an exhibition exercises in some of the regular studies, with the clear understanding and announcement that the topics presented have been specially prepared, and are designed to illustrate the manner, not in which we actually do, but in which we aim to do our work. Thus, I have had my blackboard covered with historical facts and dates for some weeks before the exhibition, to be acquired in a systematic way, and these have afforded great interest both in learning and reciting them, the lines of genealogies and the anecdotes of distinguished personages being quite as attractive as any portion of the programme. The same course may be pursued in grammar, geography, or any of the ordinary branches.

N. E. WILLIS,
Recording Secretary.

MEETINGS AT THE EDUCATIONAL ROOMS.

Announcement.

Dec. 4th. *Question:* Do our ordinary methods of school discipline tend to fit our pupils for citizenship?

W. T. Copeland, Esq., of Watertown, will preside and open the discussion.

Dec. 18th. *Question:* How shall we teach dull pupils?

J. W. Armington, Esq., of West Dedham, will preside and open the discussion.

INTELLIGENCE.

Items for this department should be sent to G. B. Putnam, Franklin School, Boston.

PROF. W. C. ESTY, of Amherst College, has recently finished a computation of the orbits of Saturn's satellites, a long and difficult work, which no mathematician has before accomplished. It gives him high praise, in high circles, and is a triumph of which Amherst may well be proud.

MISS MARY F. HOVEY, daughter of Prof. E. O. Hovey, of Wabash College, has just been elected professor of the German language and English literature in that institution, and will have general charge of the department of young women.

SAMUEL A. HITCHCOCK, of Brimfield, has lately given Amherst College and Andover Theological Seminary, \$40,000 each, the latter sum to be added to the endowment of the Hitchcock professorship of Hebrew in the institution.

W. P. HOOD, formerly Usher in the Dwight School, Boston, but more recently of Rochester, Minn., has been appointed Principal of the schools of Winona, Minn. Salary, \$1,800.

SIMEON J. DUNBAR, graduate of the class of 1863, Bridgewater Normal school, and for several years an efficient teacher and Superintendent of Public Schools, West Bridgewater, has received the appointment of Principal of the Centre Grammar School, Hingham. Mr. Dunbar was re-elected President of the Plymouth County Teachers' Association last June.

H. G. GOODRICH, for six years Principal of the Centre Grammar School, Hingham, has been elected Principal of a Grammar School in Arlington.

B. B. RUSSELL, of the class of 1869, Bridgewater Normal School, has resigned his position in Randolph, to accept the position as Principal in the Mill Village Grammar School, Dedham.

WILLIAM H. RUSSELL, of the class of 1868, Bridgewater Normal School, has been appointed Superintendent of Schools in Lawrence, Kansas. Salary, \$2,000.

Bridgewater Normal School. JAMES N. PARKER, of the last graduating class at Bridgewater, has been appointed Principal of the Grammar School, East Stoughton.

MR. COFFIN has been appointed Master of the West Grammar School, Randolph. Salary, \$800.

MISS NELLIE G. FISHER, Assistant in Grammar School, Jamaica Plains.

MISS LAURA A. THOMAS, Assistant in Grammar School, Brookline.

MISS SARAH F. GARDNER, Assistant in Putnam Grammar School, Arlington.

All the other members of the class have good positions in Plymouth and Barnstable counties.

THE CLARKE INSTITUTION.—The quarterly meeting of the institution for deaf mutes was recently held at Northampton; present, Messrs. G. G. Hubbard, Allen, Baker, Knight, Sanborn and Seelye. A statement by the executors of Mr. Clarke's will, showed that his estate has been appraised at \$346,185, that the legacies amount to \$108,000, the succession tax, expenses of settlement, etc., to some \$20,000, and that the balance to be paid over to the Clarke institution, when the estate is settled, will be some \$215,000 in currency. By the terms of the will, this is to be held by the executors, as trustees, till it amounts to \$200,000 in gold, when it is to be paid to the corporation for their use, as a permanent fund for the institution. The present funds of the corporation amount to upwards of \$50,000 in government bonds, which may be considered as good as gold; so that a year or two hence, when the great legacy is paid over, the institution will possess an endowment of a quarter of a million, the gift of a single individual.

The School Committee of Boston have authorized the establishment of a school for deaf mutes. Rooms are to be secured in Pemberton Square, and four female teachers are to be appointed.

Dorchester. Dedication of the Tileston School House.—The newly erected Grammar School building in Dorchester was dedicated with appropriate exercises last month. The edifice stands on Norfolk street, but a short distance from the centre of business. It is a well-proportioned two-story frame building, with a mansard roof and finely ornamented cupola, upon the spire of which is supported an appropriate design, being the representation of a pen in bronze.

A wide hall passes through the centre of the building in each story, from which open the recitation-rooms on either side and opposite each other. In each story there are four recitation-rooms. They are well lighted, and provided with ventiducts, and furnished with Haskell's pattern of desks and seats. In each hall are clothes-rooms, with their conveniences. The roof is finished into a large and pleasant hall. One of Chilson's mammoth furnaces in the cellar will supply the heat for each compartment.

In every particular the structure is at once substantial, convenient, and elegant, and is really the great architectural ornament of the place. Its cost, including its furniture and outfit, will amount to not less than \$35,000.

The dedicatory exercises were conducted by Mr. J. J. May, Chairman of the School Committee, and were opened with the chanting of the Lord's Prayer, prayer by Rev. Nathaniel Bemis, and an original hymn. The reading of the report of the Building Committee and the delivery of the keys to the town, the transfer of the same to the School Committee by the Chairman of the Selectmen, and the delivery of the same to the Master of the school, Mr. Henry B. Miner, followed in their respective order. Neither Mr. Tileston, Chairman of the Building Committee, nor Mr. James H. Upham, Chairman of the Selectmen, were present, and Mr. May performed the duties of both.

The dedicatory hymn, composed by Wm. T. Adams, Esq., was sung. The first stanza was as follows :

God of the nations, we bless and we praise Thee,
 Author of liberty, Fountain of light !
 Source of all wisdom, this temple we raise Thee ;
 Crown it with glory, endow it with might !

At the conclusion of the hymn, brief addresses were delivered by Mayor Shurtleff, Rev. Mr. Means, W. H. Ropes, of Boston, and J. H. Morrison, of Milton. The remarks of each speaker were directed both to the large number of scholars present and to their parents, and each was received with the heartiest enthusiasm.

The exercises were then closed by the singing of Old Hundred.

BOOK NOTICES.

THE ILLUSTRATIVE PRACTICAL ARITHMETIC, by a Natural Method, with Dictation Exercises. For Common, High and Normal Schools, and Academies. By George A. Walton, A. M., and Electa N. L. Walton. Boston : Brewer & Tileston.

Some men can express themselves only in poetry or music ; but Mr. Walton has succeeded admirably in expressing himself in arithmetic. This book is the veritable George A. Walton, who *figures* at Teachers' Institutes, and fascinates his audiences by his happy manner of presenting a usually dry and uninteresting subject.

The book is arranged in accordance with the principles of natural development, and much ingenuity has been displayed in its illustrative examples, its concise definitions, and its explanations of processes. It is decidedly a modern book, and prepares for business operations of the present time rather than for those of the last century. Though there is no dearth of arithmetics in the market, very many teachers will be very glad to see this.

ELEMENTS OF COMPOSITION AND RHETORIC. Practical, Concise, and Comprehensive. By Simon Kerl, A. M., New York : Ivison, Phinney, Blakeman, & Co.

This book may well follow an elementary treatise on English Grammar. It is in fact, grammar and composition combined, and leads naturally into rhetoric.

Commencing with the simple subject and predicate, it proceeds through their various modifications to sentences of a complex structure, and brings the pupil step by step to connected writing. Kinds of composition, figures of speech, style, etc., follow. Besides this easy gradation, its chief characteristics are its numerous examples, its exercises for practice, and its suggestiveness. We think a book of this kind should take the place of the larger grammars in our schools. It gives that instruction, and demands that practice, which are necessary to a proper understanding and right use of language.

MENTAL PHILOSOPHY; embracing the Three Departments of the Intellect, Sensibilities, and Will. 2 vols. By Thomas C. Upham, D. D. New York: Harper & Brothers.

Professor Upham has thoroughly revised, in some parts enlarging and in others condensing, his original work. It here appears in its new form. Its aim is to give an account of the leading principles of mental philosophy, as they are generally recognized at the present time. It follows exclusively neither of the great philosophical schools, but selects what seems most valuable from each. In systematizing the opinions of others, in connection with his own views, and in accordance with the best modes of classification, the author has performed an important work, and given us a book of great value. It was well received in its original form; improved as it now is, it will be received with increased favor.

NOVELS OF GEORGE ELIOT.—The *Harpers* have published two additional volumes of their neat library edition of these popular novels, *The Mill on the Floss*, and *Felix Holt*. They are sold for the low price of seventy-five cents a volume. This would have been cheap in those by-gone days when prices were graded upon a much lower scale than now.

THE HISTORY OF PENDENNIS, by Thackeray, with illustrations by the author, is also from the *Harpers*. Price 75 cents. In paper covers.

A. Williams & Co., corner of Washington and School streets, are the agents for the publications of the *Harpers*.

THE INGHAM PAPERS. By Edward E. Hale. Boston: Fields, Osgood & Co.

Mr. Hale always writes to some purpose. He has the knack of making his stories seem real, however odd and fanciful. They carry too, a great many bits of strong common sense, and seem to point to practical results. These memoirs of Capt. Frederic Ingham, U. S. N., are stories which have been given to the world singly, but are now collected and presented in company. It need not be said that they are good reading. We make a short extract for the consideration of Boston teachers:—

"In the Boston schools now they hire the scholars to be unpunctual, giving them extra credits if they arrive five minutes too early. If they knew, as well as I do, what nuisances people are who come before the time fixed for their arrival, they would not bribe the children in that direction."

THE ATLANTIC ALMANAC for 1870 has made its appearance, in the same style as its predecessors. It is handsomely illustrated, and filled with useful and

entertaining matter. Among its contributors are Charles Dickens, Edward E. Hale, T. W. Higginson, T. M. Brewer, James Russell Lowell, and William C. Bryant. It is published by *Fields, Osgood & Co.* Price 50 cents.

SYBARIS AND OTHER HOMES. By Edward E. Hale. Boston: Fields, Osgood & Co.

The same author gives us here whatever he has written, fanciful or otherwise, in regard to homes for the laboring classes. It is a subject in which he is strongly interested, and his views are worthy of serious consideration. The attractive form in which they are presented, ought to gain for them a wide circulation.

LAKE SHORE SERIES. By Oliver Optic. Lee and Shepard, Boston.

The boys who do not subscribe for *Oliver's Magazine* have begun to wonder what has become of their favorite author, as they have been able to hear of nothing from his pen for several months. They will rejoice to learn that four volumes of a new series, handsomely illustrated, have been issued together. They are uniform in size and style, and are entitled, *Through by Daylight*, *Lightning Express*, *On Time*, and *Switch Off*. A neat box contains them.

DOTTY DIMPLE STORIES. By Sophie May. Lee & Shepard.

This racy and delightful series is now completed by the appearance of *Dotty Dimple's Flyaway*. 16mo. pp. 200. Price 75 cents.

HESTER STRONG'S LIFE WORK; or, The Mystery Solved. By Mrs. S. A. Southworth. 12mo. pp. 450. Lee & Shepard.

A story of New England life, prompting to temperance and other Christian virtues.

CHARLIE ROBERT'S SERIES. By 'The Author of "Forrest Mills."' Lee & Shepard. The author, Louise M. Thurston, promises six volumes in this new series. Two have already appeared, viz: *How Charlie Roberts became a Man*, and *How Eva Roberts gained her Education*. 16mo.

A bright lad, now a pupil in the English High School, who, for some time past, has had free access to the Editor's table, upon returning these, said with sparkling eyes, "Well, those are about the *best* books I ever read."

FROEBEL'S REFORM OF PRIMARY EDUCATION. By Elizabeth P. Peabody. Sold by Adams & Co., and Lee & Shepard, &c.

A pamphlet upon this subject, together with a lecture of Cardinal Wiseman on the "Relation of the Arts of Design with the Arts of Production," is addressed to American Workingmen and Educators, and will be read with interest.

THE RHODE ISLAND SCHOOLMASTER. We had supposed that this Journal, which we had always considered among the *very best* of our Educational exchanges, was dead. We are happy to learn that it was only sleeping. After a six months' retirement, it makes its advent with full promise, and deserving a hearty welcome. Hon. L. W. Bicknell, Commissioner of Public Schools, and T. B. Stockwell, a teacher in the Providence High School, are its editors. Among its contributing editors, we are pleased to notice the names of Prof. B. F. Clarke, A. J. Manchester, and William A. Mowry.